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| **Physical Education**  **Core Curriculum**  **Year 1&2**  **Spring Term Year B** | | | | |
|  | **Spring Term 1** | | **Spring Term 2** | |
| **Unit of Work** | Dance  Unit 1 (Year 2) | Foundations  Unit 1 | Send & Return  Unit 2 (Year 1) | Run, Jump & Throw  Unit 1 (Year 2) |
| **Prior Learning** | Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. | Can challenge him or herself to develop strength and flexibility. Worked on increasing stamina, strength, balance, agility and coordination in a variety of activities. Stretched, reach, extend in a variety of ways and positions. Explored balance and managing own body. | Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls. | Increased stamina and core strength. Worked collaboratively on more complex tasks. Worked to improve strength, balance, agility and coordination. |
| **Unit Focus – Key Knowledge & Skills** | Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform. | Take part in stability, flexibility, balance and coordination activities. Explore lower and upper body stability and core strength. Develop a basic understanding of concepts such as coordination and flexibility. Draw links between different types of physical activity and developing body management. | Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects, Select and apply skills to beat the opposition. | Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control. |
| **5 Essential Key Knowledge and/or Skills** | * Create a simple sequence of movements with starting and finishing positions. * Begin to portray feelings through dance. * Choreograph a simple dance with changes of direction and speed. * Understand the terms unison, canon and levels. * Perform in a duet. | * Stay stable and in control when exercising. * Show where the core muscles are on my body. * Perform a leap frog. * Describe flexibility using the word muscle. * Discuss what coordination is and to show an example of it. | * Send the ball over a net to our partner with increasing accuracy. * Perform the correct body position to send a ball. * Track and stop a moving object using both hands * Play cooperatively in a game situation * Hit the ball into space and describe how this is a tactic. | * Move quickly whilst being aware of others around. * Understand how to create power with their legs to turn at speed. * Choose the best throw for different situations. * Consistently use their arms to run at speed. * Perform a static and dynamic with control. |
| **Progression of Learning in lessons-Objectives covered** | * Can I use penguin images to inspire my dance? * Can I show feelings of abandonment through dance? * Can I create movements that show friendship? * Can I create a solo dance with changes of direction and speed? * Can I match my movements to music? * Can I choose a formation for a dance and explain why? | * Can I stay balanced and stable when trying new things? * Can I repeat a balance and improve it? * Can I identify the core muscles in my body? * Can I practise and improve leapfrogging? * Can I describe what flexibility is? * Can I understand coordination and show examples of it? | * Can I send a ball over the net to a partner? * Can I track and stop a moving object with both hands? * Can I learn why different muscles are important when playing games? * Can I send balls accurately from different positions? * Can I hit the ball to an empty space? * Can I use the skills learnt in more challenging situations? | * Can I move quickly whilst being aware of others around? * Can I create power with my legs to turn at speed? * Can I move through an obstacle course with speed and control? * Can I choose the best throw for different situations? * Can I use quick feet whilst sprinting? * Can I perform static and dynamic balances? |
| **Vocabulary** | Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying. | Flexibility, strength, coordination, balance, challenge, attempts, core, stability, muscles, confident, move, reach, base, body parts, leapfrog, upper body, lower body, crab, improve, tightrope, partner, self. | Bowl, hit, net, pick up, roll, serve, stop, track, opposition, umpire | Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect. |
| **Personal Development**  **(Head, Hand, Heart)** | * Head: Show confidence to perform in front of others. * Hand: Show good timing with the music. * Heart: Attempt to work as part of a group to perform a dance. | * Head: Describe ways you use muscles for different tasks. * Hand: Transfer balance skills to stability exercises. * Heart: Show engagement in tasks to perform safe movements | * Head: Identify space to send a ball into. * Hand: Move towards a moving ball to return with hand or bat. * Heart: Play cooperatively in a game situation. | * Head – Make choices about appropriate throws for different activities. * Hand – Show increased control of body and limbs. * Heart – Work cooperatively to complete running, jumping and throwing tasks. |
| **Application Task** | Intra-competition in house groups | Intra-competition in house groups | Intra-competition in house groups | Intra-competition in house groups |